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Film Based Counselling On Relational Aggression among College Students

Sonia David

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Film Based Counselling On Relational Aggression among College Students

By

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Message from the Desk of Editor

It gives me immense pleasure to welcome all to explore/publish/ comment in/on our journal, The International Journal of Indian Psychology (IJIP). There are a lot of challenges which the growing psychological face in the realms of basic necessities in life. Psychological thoughts can play a very distinct role in bringing about this change. One of the key objectives of research should be its usability and application. This journal attempts to document and spark a debate on the research focused on psychological research and ideas in context of emerging geographies. The sectors could range from psychological education and improvement, mental health, environmental issues and solution, health care and medicine and psychological related areas. The key focus would however be the emerging sectors and research which discusses application and usability in social or health context.

We intended to publish case reports, review articles, with main focus on original research articles. Over objective is to reach all the psychological practitioners, who have knowledge and interest but have no time to record the interesting cases, research activities and new innovative procedures which helps us in updating our knowledge and improving our treatment.

Finally, I would like to thank RED'SHINE International Publications, for this keepsake, and my editorial team, technical team, designing team, promoting team, indexing team, authors and well wishers, who are promoting this journal. With these words, I conclude and promise that the standards policies will be maintained. We hope that the research featured here sets up many new milestones. I look forward to make this endeavour very meaningful.

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ABSTRACT

The main aim of the study is to understand the effect of film and counselling on the level of relational aggression among college students. Random Sampling was used to screen a sample of 40 participants who are college students from Urban Bangalore and are between the ages of 18 to 23, out of which 20 were selected with High level of Aggression using Purposive Sampling. The study was a quasi- experimental method of study. The Buss and Perry Aggressive Questionnaire (1992) (Buss & Perry, 1992) was used for assessment as a pre-test post test method as statistical analysis. The statistical procedures for the quantitative analysis used was the Paired Sample t test in order to assess and obtain the pre-test and post test scores for both the Experimental and Control group. The statistical results show that there is an effect of film therapy and counselling on the level of relational aggression among college students and accepted the hypothesis. The qualitative analysis involved interpretive phenomenological analysis including content analysis, thematic analysis and behavioural analysis of participants in the Experimental Group. Implications along with suggestions are given with respect to film therapy, counselling and relational aggression.

Keywords: *Relational Aggression, Counselling, Film Therapy*

CHAPTER 1: INTRODUCTION

The literature in human aggression has become so large that truly comprehensive and general outlines are no longer practicable or easily available. Some of it is theory-driven, but much is addressed towards solving civil or communicative problems than constructing and developing general models and research paradigms and structural patterns. It is also too diverse to permit easy generalizations. Aggression is not a scientific term-but is subjective and philosophical. It is taken from regular and everyday common English and used to describe a number of functionally different behaviours that have in common the affiliation of harm upon another person. "Aggression is any form of behaviour directed towards the goal of harming another living being who is motivated to avoid such treatment." (Baron & Richardson, 1994).

1.1 RELATIONAL AGGRESSION

Relational Aggression is one of the types of aggression where one harms or injures another in the relationship between individuals. According to much research done, it has been found that relational aggression and victimization are related to social or psychological maladjustment in children, adolescents and college students ((Crick & Grotpeter, The Impact of Indirect Aggression on College Student Adjustment, 1995)). Therefore, relational aggression is an important form of aggression to study because it too has negative psychological effects on its victims and perpetrators.

The scant literature on the harmful effects of relational aggression illustrates the need for a deeper understanding of why individuals act in this aggressive manner with their friends and romantic partners. Relational Aggression is characterized by the use of verbal acts and social exclusion to cause sociological harm. In an early study of relational aggression among college students (Werner & Crick, 1999) found out that individuals who use relational aggression tend to portray traits of antisocial and borderline personality disorders, a massive decrease in the levels of pro-social behaviour and an increase in the symptoms of bulimic symptoms and alcohol use in women.

1.2 THEORETICAL FRAMEWORK

There are two major theories when it comes to the psychological aspect of Aggression. The two theories are as follows.

1.2.1 Social Learning Theory:

This was introduced by (Bandura, Social Learning Theory by Bandura, 1960). This theory extensively explains the process through which children might learn or imitate aggressive behaviour. The theory has face value (i.e. it is true at on the face of it) and allows individuals to understand the concept of modelling through live and symbolic models such as TV personalities, etc. This theory is also used to explain other types of behaviour such as deviance and eating disorders like anorexia or even binge eating since media and the relevant role models play an immensely large role in the influence of the same.

In the early 1960s (Bandura A. , 1977) and his colleagues conducted a series of experiments invented and contravening to demonstrate aggression through modelling. They came to be known as 'The Bobo Doll Studies' due to the use of a large inflatable doll in the shape of a skittle that seemed to be known as the 'Bobo Doll' that bounced or sprung back when hit. However, this wasn't the only aspect of the experiment, but Bandura and his colleagues introduced different alterations and variations of the same experiment. The conclusion of these studies was that human behaviour is often shaped by the socio-cultural processes of social learning. The experiment included a total of 72 participants wherein there were an equal number of girls and boys. Each child went through the process and underwent one of two conditions that was when they saw an aggressive model or when they saw a non-aggressive model. The medium of portrayal was visual or film. However, the 24 children in the control group did not see any adult role model interact with the bobo doll. When all the children had undergone the process with their conditions, they were asked to go into a room in which the bobo doll was present. The results were as follows- the group of children who were exposed to an aggressive adult model, imitated the same aggressive behaviour, similarly, the group of children who were exposed to the non-aggressive adult model, imitated the same behaviour. This proved that the reason behind why children copy and imitate aggressive behaviour.

Vicarious Reinforcement: Rewarding the behaviour of the model encourages the imitation of it. Bandura was also aware of potential biological factors influencing aggressive behaviour such as genetically transmitted, bio-chemical or neuro-anatomical causes but he was attentive towards other aspects.

More recent discoveries concerning the role of biology in imitating behaviour were made in the 1990s when (Rizzolatti, 2012) and his colleagues identified or discovered a group of cells in the brain that they named mirror neurons. Mirror neurons help in imitating actions from a model. They tend to see another person performing an action and hence, imitate the same action. Aggression is learned through punishment, reward, and mostly modelling.

Modelling: Learning by observing and then imitating other people's behaviours is a pervasive part of our lives. Learning and imitation is pro-social.
Principles of Modelling:

- Involves a social situation
- Complex behaviour can be learned
- Direct reinforcement is not necessary

1.2.2 Frustration- Aggression Hypothesis:

According to (Dollard, 1939) Frustration- Aggression Hypothesis (1939), Frustration leads to anger, but (Bandura, Social Learning Theory and Aggression, 1976)Berkowitz and LePage (1967) argue that if cues were provided or present in the situation, they would certainly influence the individual's behaviour and anger may be expressed as aggression. According to (Kellerman, 2001), the strongest proof of justness or efficacy of any study is its independent

replication or duplication by others. The major limitation with the study is that no compatible, congruous or correspondent inclination found in subsequent replications of this study due to individual differences as well as subjectivity. Findings have been unreliable due to the lack of efficient studies done. The theory extends the frustration-aggression hypothesis, but ignores important individual differences and the heightened level of subjectivity in expression of emotions that exist between people.

1.2.3 REBT or Rational Emotive Behaviour Therapy

REBT was developed mainly at the computational level. This was introduced by (Ellis, The Practice of Rational Emotive Behaviour Therapy, 1997). Ellis's proposal that cognition, emotions, and behaviours are inseparable and organized together as a 'whole' might be tested and detailed by elaborating specific computational models, namely semantic networks and connectionist models. Under the ABCDE Model, there exist 5 main components that are mentioned below.

i. **Activating Events (A):** In REBT, A stands for Activating Event, which may be external or internal. REBT assumes that human beings are purposeful and goal-seeking and that they always bring to 'A' general and specific goal. Although REBT theorists argue that A virtually never exists in a pure form, and it always interacts with or partially includes people's Belief System and their goals. Theorists might say that in REBT, 'A' is just an opportunity to initiate the process of the discovery of Beliefs and that one does not really need to focus on such details on 'A'. The Activating Effect may have an influence or stimulate certain Beliefs one might want to develop subliminal stimulation techniques to use in addition to current REBT treatment.

ii. **Beliefs (B):** Beliefs in the broad sense involve both a mental representation and a positive assessment of meaningful information. Response expectancies are beliefs about non-volitional outcomes and they:

- Are sufficient to cause non-non-volitional outcomes
- Are not mediated by other's psychological mechanisms
- Are self confirming while seeming automatic.

Even if the primary mechanisms in the development of psychopathology involve individual beliefs, later, symptomatology once generated by individual's beliefs may come under the control of and may be maintained by response expectancy sets. Ellis (1962) divides evaluative beliefs into two types

- Rational Beliefs that includes: Pragmatic, Logical or Non-absolutist Beliefs, Reality-Based and Flexible
- Irrational Beliefs that includes: Non-Pragmatic, Illogical, Non-Reality based Beliefs and Rigid.

iii. **Emotional Consequences (C):** This represents emotional, behavioural and cognitive consequences of rational and irrational beliefs. Since REBT aims to be not only a cognitive model of psychopathology, but also a general theory of emotion, in REBT, this usually refers to the emotional experiences. In REBT, there is a clear distinction between practical problems and emotional problems. While practical problems are related to the activating

events, emotional problems are the direct consequences of the interaction between the irrational beliefs and practical problems, and secondary emotional problems refer to the tendency of people to disturb themselves over the disturbances.

iv. **Disputation (D):** This refers to disputation and cognitive emotive dissonance. The aim of the REBT is to enhance adaptive emotive emotions by enhancing rational beliefs and this is only done by disputing the irrational beliefs and by assimilating new effective ways of responses through the rational beliefs. Disputation of irrational beliefs and the assimilation of rational beliefs can greatly benefit from cognitive research. By the end of cognitive disputation, although clients recognize consciously that their past beliefs are false and/or maladaptive some clients can still feel and behave according to their past beliefs. Sometimes the habits of maladaptive thinking are so strong and automatic prior to therapy that clients tend to persist in them until new thinking habits become stronger and more generalized through repeated practice.

v. **Effective Ways of Responses (E):** E stands for the effects of changing one's interpretation of a situation. This not only allows the client to initiate coping ways in their situations, but also helps counsellors understand the current emotion and level of willingness or motivation in the client. This also recognizes that thinking, feeling and acting are interactive and often simultaneous processes that cannot be entirely separated. Accordingly, it's effort to minimize or eradicate irrational beliefs, reduce upset, and foster a more rational and fulfilling lifestyle.

1.3 FILM THERAPY IN COUNSELLING

"Film Therapy is defined as a specific therapeutic technique that involves selecting commercial films or videos for the client, to view alone or with specified others" (Whu, 2008).It is a creative, therapeutic manner of treatment and intervention in which a therapist uses a film as a similitude tool to promote self-scrutiny, introspection, both inner and physical personal healing and metamorphosis. People used this since Ancient Greek as a method of catharsis. The power behind film therapy lies within the symbolic comparisons that are adhered in every film. Metaphors are words or symbols pertaining to an object or concept in order to relate to or compare between two things. Cinema therapy, then, intends for clients to observe film clips and movies that are metaphorically similar to their own life. Using film scenes in counselling sessions not only enables clients to use that as a method of drama but also enables them to express their emotions that they were hesitant about. Film therapy is an extension and offshoot of bibliotherapy**.** Bibliotherapy includes using the therapeutic estimate and elucidation of literary works to heal and relate to clients. (Sinetar, 1993)was one of the first to discuss the use of movies as a tool for personal growth. There are many self-help books written in a light hearted manner primarily as self-healing guides. One by (Peske & West, 1991)was focussed towards women to select and prefer the most appropriate movie for their own therapeutic viewing pleasure which helps them relate to their situation, but any population can use this guide to help choose an appropriate film. There is increasing and expanding literature conceding and acknowledging the educational and therapeutic values of movies. (Shepard & Brew, 2005)Also referred and declared using Hollywood movies as an instructional method to teach couple counselling theories to Marriage and Family Therapy

(MFT) students. However, due to the increasing review of cinema as a therapeutic technique in counselling, not only is it successful in the client's life but also in the counsellor's life.

Viewing specific movies can help validate a client's experience as he/she observes conditions and circumstances that resonate with his/her own. By watching the films, discussing the plot and the themes, the perspective and perception of the protagonist, and moral dilemmas presented in specific movies, the client and therapist are allowed to understand and access meaningful metaphorical content for the client (Solomon, 2001). This also enables the client as well as the counsellor to be aware of their position in the counselling process and their life with respect to their problem. Viewing film scenes and reacting to the same is subjective with respect to individual differences. However, the counselling process helps in identifying their problems and encourages them to find more effective ways of coping or dealing with them. Adolescents also use media for a various purposes, such as identifying their self, dealing with stressful situations, and categorizing themselves in social groups. (Arnet, Larson, & Offer, 2008)This enables adolescents and college students to be more considerate of learning from what they see on television. Being considerate to visual media also implies that they learn and behave in a manner in which individuals in films are behaving.

However, in film therapy, the most important thing for therapists to keep in mind is that the selection of films must not only be neutral to the beliefs and cultural diversities of the client but also be effective enough to help the success of the therapy. The importance of matching clients with films that have relevance to their issues is vitally important for a successful therapeutic experience (Dermer & Hutchings, 2000). This enhances the therapeutic value in the counselling process.

1.4 PURPOSE OF THE STUDY

There haven't been a lot of researches done with respect to indirect or relational aggression among college students, but there are enough evidences to hypothesize engaging in certain behaviours of this sort can have a potentially significant impact on college students (Werner & Crick, 1999). Film enhances the counselling experience and impacts the process deeply. Clients who are visual learners are impacted by this in a major way. According to research, India tops the list of watching movies, in the world. The influence of movies in thinking and attitude and the life style of the people are tremendous ((Berg, Cross, Rosenthal, & Steffek, 2009). This influences either positively or negatively with respect to each one's willingness or inclination of their mind. The Film Therapy helps the clients to process the movie with awareness to transform their attitude and narrate their life stories (E.Schulenberg, 2003).

One of the main purposes of this research is to explore and examine the different aspects of relational aggression among college students. Even though, several researches have been done on relational aggression in the western cultures, but not a lot of researches are done in India regarding the same. Therefore, it is important for college students to not only be aware but understand that they are either victims or perpetrators of relational aggression in their respective college settings. Therefore, another purpose is also to understand the experiences and the impact of relational aggression among participants. An area that seems to be

unexplored deeply is the use of film therapy as part of the counselling process. This brings us to the next purpose of this study, that is, to understand the effect of films and counselling on the relational aggression among college students. Some researchers have referred Film Therapy to a counselling modality (Henston & Kottman, 1997; Tyson, Foster, & Jones, 2000)(Reel Therapy: Using Movie in Counselling and Psychotherapeutic Practice, 2015). Film therapy is also used as a mode of catharsis. However, individuals with a higher level of relational aggression undergo a hesitance and a difficulty in coping with their situations solely due to the fact that they are unaware of the ways to vent out their emotions. Therefore, film therapy encourages these individuals to relate to their situations along with the plot of the film scene that is portrayed and is motivated to release or vent out their emotions and understand the damage being caused at a very personal level.

CHAPTER 2:
REVIEW OF LITERATURE

Human aggression has however been a subject or a theme of moderately large regard and concern in the twentieth century (Tremblay, 2000). There are 2989 studies done since the ear 1967 on aggression solely pertaining to childhood (Galen, Underwood, & Papuette, Interventions for Adolescents and Yound Adults with Autism Spectrum Disorders, 2001). The two conspicuous arguments and conclusions for this comprehensive amount of research done on aggression; one of them being its obscure negative effects on the development and growth of an individual and the fact that it's one of the most prominent vaticinator of future behavioral problems(Crick & Grotpeter, The Impact of Indirect Aggression on College Student Adjustment, 1995). However, if future generators will have a greater understanding of aggression in individuals, they will be far better prepared to execute an implement programs that not only prevent aggression but also treat and make terms with the victims of aggression (Underwood, 2003).

2.1 RELATIONAL AGGRESSION

According to (Crick & Grotpeter, The Impact of Indirect Aggression on College Student Adjustment, 1995), Relational aggression is most certainly defined as the "behaviour that harms others through purposeful manipulation and damage of their peer relationships" A few of the commencing behaviours that were discovered and identified pertaining to relational aggression among children included them getting even in group of friends by disallowing others from identifying themselves as part of the same social group, they also involve emotional blackmail, sometimes children also use ignorance or the 'silent treatment' as a means of expressing their aggression, and they also involve selective attention and involvement with respect to certain activities in their social group such as play time(Crick & Grotpeter, The Impact of Indirect Aggression on College Student Adjustment, 1995). This has been extensively researched across a wide variety of settings, populations, and with a large number of dependent variables. Some examples include observational studies in the preschool, peer reports in elementary and high school, and self and peer reports among adults. Other studies have examined the social psychological consequences linked to both the perpetrator and the victim of relational aggression. In contrast to indirect aggression, a majority of the studies on relational aggression have taken place on subjects within the United States.

A study was conducted by Prabhjot Malhi and Bhavneet Bharti on March, 2015(Malhi & Bharti, 2015) in Government and Private Schools of North Indian cities. The study involved 376 adolescent participants studying in grades 9-12, inquiring the predominance of physical and relational victimization. They also examined the relationship of this prevalence with the depressive symptoms and emotional and behavioural problems that were self initiated while reporting pertaining t the adolescents; there were three groups of students that were collated: victims of physical bullying, victims of relational bullying, and those who were neither victims nor committers or performers of bullying. They found out that nearly one-fourth of the students were victims of bullying. Physical bullying was reported by 8 %, relational bullying by 12 %, and 4 % reported being victims of both physical and relational

bullying. Boys reported more direct victimization while girls were more likely to be victims of relational bullying.

(Sharma & Marimuthu, 2014)Youth indulgence themselves in various aggressive behaviours leading to significant psychosocial dysfunctions. A research was done to assess the prevalence of aggression among youth and to assess the risk factors of aggression among youth. The materials included the Anger Data sheet, Resilience Scale and Buss-Perry Aggression Scale that were administered to 5476 participants using survey design. The data was collected from different communities (college, residential, apartments and workplace) of Bangalore, Jammu, Indore, Kerala, Rajasthan, Sikkim and Delhi. 47% were female and 53% were male. The mean age of the sample was 20.2 years. Comparative analysis was also carried out by Pearson correlation coefficient and Chi-square was also found out.

The results of the study included, about 17.7% of the youth has high mean aggression score on Buss-Perry Aggression Scale. Males have high mean score on aggression than females. It was founded that males seemed to have experienced more verbal aggression, physical aggression and anger overall than females. Younger age group (16-19 years) experienced more aggression than older age group (20-26 years). The several venturing constituents of the variants of aggressions pertaining to the youth were identified as bodily ill-treatment in childhood, substance abuse such as alcohol and tobacco, maladaptive or negative influence of the peers, domestic violence or intra-family violence, academic stress and maladjustment, psychological problems including attention deficit-hyperactivity disorder (ADHD), distrustfulness, desolation, mood or temper disturbance, traumatic childhood experience and most importantly the influence of the media. This study also examined and documented the presence of relationship and influence of the risk factors of aggression among the youth and implies correctional usage of effective coping strategies to help individuals handle and optimistically deal with aggression.

2.2 FILM THERAPY

The goal of the video or film form of therapy is for the client to employ the task of planning a film as a metaphor for planning or reviewing the client's own life; essentially, projecting the client's past or future into a hypothetical film just as the film is projected on a screen.(Welter, 1995)expanded the idea of "making a movie of your life" to a two-movie exercise. Welter initially developed the technique as a humanistic/existential exercise, but applied it to therapeutic circumstances where clients are struggling with issues of purpose of life or their own identity. It has served as the means for therapists to learn past experiences and future goals that are important to clients (Schulenberg, APPLYING CINEMA THERAPY WITH ADOLESCENTS, 2003).

(Yadav, 2011)According to FICCI-KPMG Indian Media and Entertainment Industry Report 2011 "Hitting the High Notes" the Indian media and entertainment industry grew from INR 587 billion in 2009 to INR 652 billion in 2010, registering an overall growth of 11 percent. In 2012 the Industry achieved the growth of 13 percent by touching the figure 738 billion.

(Welter, 1995) noted that the goal of the first movie of this "two-movie exercise" is to highlight areas of the client's life's purpose up to the present time. The second movie exercise assists clients in planning to live meaningful lives from the point of the exercise forward. (Schulenberg, APPLYING CINEMA THERAPY WITH ADOLESCENTS, 2003) used this movie exercise in clinical practice while working as a therapist in a high-management group home with male adolescents diagnosed with mental retardation/developmental disabilities (mild mental retardation or borderline intellectual functioning, learning disabilities) and sexual behaviour problems (sexual aggression, paraphillias). Many of these adolescents had histories of being abused physically and/or sexually themselves.

In general, these movie exercises afford clients opportunities to tell their life stories to their therapists. This is a potentially valuable means for clients to arrive at insights, organize emotional experiences, and recognize their values: by using the hypothetical movies to learn the story of the individual client, the therapist may learn much about the individual culture of that person.

2.3 COUNSELLING V/S PSYCHOTHERAPY

In the exploration of the therapeutic use of films it is also relevant to highlight the difference between counselling and psychotherapy (Donald Arbuckle, 1967). Most of the literature on Reel Therapy discussed is in the context of counselling and psychotherapy (Schulenberg, Dermer, Hutchings, Niemiec, & McGrath, 2015)Though it's difficult to separate counselling from psychotherapy in functionality in real terms they both are different (Hutt, 2000). Psychotherapy has stronger roots in the medical- psychological model, whereas counselling has its roots in the social- psychological model.

According to the Psychotherapy Counselling Federation of Australia (PCFA), psychotherapy and counselling has various differences, but they do certainly overlap considerably. While the work of counsellors and psychotherapists with clients may be of considerable depth, the focus of counselling is more likely to be on specific problems, changes in life adjustments and fostering client's well-being. Psychotherapy is more concerned with the restructuring of the personality or the self and the development of insight. At advance levels of training, counselling has a greater overlap with psychotherapy than at foundation levels (Australia, 2013).

2.4 FILM THERAPY IN COUNSELLING

A study was done by (Bierman, Kreiger, & Leifer, 2003) when they treated over 100 adolescent girls in Good Shepherd Centre in Baltimore of Maryland. The diagnoses of the girls include major depression, bipolar disorder, oppositional defiant disorder, post-traumatic stress disorder, conduct disorder and borderline personality disorder. With this mix of diagnostic categories, there are various degrees and kinds of ego deviations and deficits. The therapists reported that the girls in treatment stayed in the metaphor of the film or came out of it into the personal as far as their defences would allow. What they were defending against were sadness, depression, anxiety, terror, and vengeful feelings of anger about all of the

above. The findings show that cinema therapy is a supplemental therapy but cannot and should not stand alone.

Because movies offer the people who watch them over symbolic models of behaviour and attitudinal expression, to adolescent clients, capturing and processing the message from the movies is an observational learning experience (Rosenthal & Steffek, 1991). (E.Schulenberg, 2003)suggested that special care is needed to ensure the success of this technique. A three-stage guideline is introduced: assessment, implementation, and debriefing(Whu, 2008).

i. **Assessment:** Assigning a movie should be based upon therapeutic judgment regarding presenting problems, family hobbies and interests, and the goal of the intervention. Hesley and Hesley (1998) suggested asking clients to name movies they identified with and what kinds of movies they typically enjoy.
ii. **Implementation:** Therapists should always watch the movie before assigning it to clients, be prepared to offer clients a rationale for viewing the movie, and make decisions about what subsystems should watch the movie (i.e., parents, children, whole family). Adolescents clients and their families do better when they go into a film therapy experience knowing what to look for, especially those with poor insight into metaphors within the film or with problems paying attention to the overall work.
iii. **Debriefing:** This serves as a forum for discussing thoughts and feelings solicited by the movies, which includes processing how this information may be used to benefit clients in the future (Dermer & Hutchings, 2000). Based on the feedback from the clients, the therapist can process perceptions and thoughts about how the movie may or may not relate to clients' issues. In this way, the therapist can explore the possibility of creating a metaphor based on the movie, and generate ideas with clients about how information gained from the movie may help them think, feel, or behave differently.

According to the therapist's style and theoretical orientation, film therapy can be adapted to be delivered in different methods to be more affective and more attractive to the clients. Since the sessions depends on the nature of the problem and the pace of the client, it is rather necessary for therapists to be aware of the fact that the focus of the process is the client and the client's problem.

2.5 ABCDE MODEL

A study was conducted by (Leslie & Ziegler, 2003) on 'A test of the ABC model underlying rational emotive behaviour therapy' on 192 college students. The ABC model underlying Ellis's Rational Emotive Behavior Therapy predicts that people who think more irrationally should respond to daily stressors or hassles differently than do people who think less irrationally. This study tested this aspect of the ABC model. 192 college students were administered the Survey of Personal Beliefs and the Hassles Scale to measure irrational thinking and daily hassles, respectively. Students who scored higher on overall irrational thinking reported a significantly higher frequency of hassles than did those who scored lower on overall irrational thinking, while students who scored higher on awfulizing and low frustration tolerance reported a significantly greater intensity of hassles than did those who

scored lower on awfulizing and low frustration tolerance. This indicates support for the ABC model, especially Ellis's construct of irrational beliefs central to this model.

2.6 SIGNIFICANCE OF THE STUDY

The research that has been previously done on Relational Aggression solely focuses on college students with respect to educational settings. However, research on college students pertaining to the same has been minimal. This lack of research directly indicates the mere necessity for supplementary inquisition and extra examination due to the fact that the studies that were done minimally with college students have found correlations with several of the same social psychological consequences experienced by individuals in younger squadrons (Werner & Crick, 1999). Also, there are several researches done on college students in the western culture, but very few or a handful done in the Indian context. Also, for the fact that film therapy is not well popularized as a therapeutic technique, therefore, this research aims at popularizing the advantages of using film or video based learning as a therapeutic technique in counselling. The current research focuses on and indicates the effect that film and counselling have on the level of relational aggression on college students.

CHAPTER 3: METHODS

This chapter mainly focuses on the procedures and methodology that was used to implement in the conduction of this study. This study investigated the effect of film and counselling on the level of relational aggression among college students. This chapter consists of the Research Questions, Sample selection and description, an overview of the instruments used, the data collection process and the methods used in data analysis.

3.1 PLAN

To administer the (Buss & Perry, 1992)Buss and Perry Aggression Questionnaire (1992) to 20 college students as Pre-Test and divide them randomly into experimental and control group with 10 participants each. The experimental group undergoes the intervention introduced by the researcher which includes film and counselling. After which the BPAQ (1992) is administered as the post test to all the participants, the responses are scored and compared to find the affect of the intervention.

3.2 STATEMENT OF AIM

To study the effect of film and counselling on the level of relational aggression among college students in urban Bangalore

3.3 RESEARCH PARADIGM

This study is a culmination of qualitative and quantitative research. It is a quasi-experimental method of research. The design used in this research is the pre-test post test design. This design was used in order to understand and find out the effect of film and counselling on the participants with high aggression. Film and counselling was used as a training module in the counselling process that included motivational videos as well. However, the main aim of using motivational videos in the counselling process with aggressive college students was because by watching assigned movies with conscious awareness, adolescents can identify and relate to situations and characters, leading to personal exploration and insight while keeping an emotional distance from stressful or frightening experiences or topics (Whu, 2008). Using counselling process with college students also allows cognitive restructuring, especially when Rational Emotive Behavioural Therapy is used. Cognitive Restructuring addressed catastrophic thinking, overgeneralizations, negative core beliefs, cognitive distortions and rationalization that supported problematic usage (Ellis, Impulse Control Disorders, 2013)

A quasi-experimental design was used as the main aim was to understand the significance difference in the relational aggression among college students with the help of the module used on participants during the counselling process. This also aimed at having a broader approach to understand the lived experiences of the participants therefore incorporating the interpretive phenomenological analysis which included a semi-structured interview and various activities dealing with a step by step approach to overcoming the stressful situations in the counselling process.

A parametric test for the statistical analysis was used in order to understand the effect or significant influence that the counselling process and motivational videos had on the level of relational aggression among the sample participants. Therefore, a pre-test post test design was used to compare the means and attain the significant difference while incorporating the paired sample t-test as there existed the experimental group and the control group.

3.4 OBJECTIVES

1. To explore and examine the different aspects of relational aggression among college students
2. To understand the experiences and the impact of relational aggression among participants
3. To study the effect of films and counselling on the relational aggression among college students

3.5 RESEARCH QUESTIONS

1. How do the participants describe their experiences of the aggressive behaviour?
2. How do the participants understand and make sense of their aggressive behaviour experiences?
3. What effect does films or motivational videos have on their thoughts regarding their experiences with aggressive behaviour?

3.6 INSTRUCTIONS

Buss & Perry Aggression Questionnaire (1992)

"Please be seated comfortably. This questionnaire helps in determining the level of aggression that you have. Using the following 5 point scale shown below, please indicate how uncharacteristic or characteristic each of the following statements is in describing you. Place your rating in the box to the right of the statements. There is no right or wrong answers or time limit, but please be honest in answering the questions."

3.7 PROCEDURE

The study consisted of voluntary participation as they were initially explained with the background of the study and the purpose of this study. However, it was rather difficult to obtain several college students for a study but eventually conversations got smoother. After the introduction, the (Buss & Perry, 1992)Buss & Perry Aggression Questionnaire (1992) was administered to the clients on an individual basis. The clients were instructed to mark honestly, spontaneously and with regards to recent troubling events.

After the test was administered, the participants were asked to fill up the 'Demographic Details' form, and the Client Consent Form, as a record proof that this was solely based on the client's voluntary participation. Once the forms were filled, the participant was asked to leave and was ensured that if required again, they would receive a call based on the results of the questionnaire. The same procedure was executed for 20 more college students who voluntarily wished to participate in the study.

The researcher divided the 20 participants into two groups with 10 subjects each. The groups were the Control Group and the Experimental Group. The participants of the Experimental Group underwent the intervention or training module created by the researcher which involved counselling and films or motivational videos.

After the counselling process of all the six participants of the Experimental Group, the participants of both the Experimental Group and the Control Group (20 subjects) are administered with the Buss & Perry Aggression Questionnaire again in the form of the Post Test in order to analyze the effect of counselling and film on the change in relational aggression among the participants by executing the T-Test.

The module consists of 6 sessions with the duration of 1 to one and a half hours each:

1. **Session 1: Rapport Building**

This involves taking consent of the client and rapport building. It also involved exploring the purpose of the session and addressing the problem. The session ended with the screening of the video called "Bag of Nails".

2. **Session 2: Letting Go of the Past**

This session involved exploration of the problem and accepting the current feelings and emotions of the client. It also focussed on being aware of the damage caused while taking responsibilities for their actions and learning to Let go of the Past. The activity involved was to draw the emotions that the participant was going through while coming across the aggressive situation. The session ended with the video shown video called "Let Go Of Your Past"

3. **Session 3: Changing Mindset**

This involved being aware of the rationality or irrationality of the current mindset and exploring change in mindset options (potential solutions). The activity involved was the administration of the Growth Mindset Worksheet. It involved exploring different aspects of the antecedents and consequences of the aggressive behaviour. The session ended with the video shown, called "Mindshift".

4. **Session 4: Making a Decision**

This involved being aware of the damage done and caused, and internalizing it and encouragement to move forward. This session also involved making a decision and rationalization of the decision. The session included potential solutions for catharsis of aggressive behaviour. The session ended with the video shown, called "Make a Decision"

5. **Session 5: A New You**

This session involved encouragement to execute the plan and strategizing and executing the plans made. It also involved exploring positive aspects. The session ended with the video shown called "A New You"

6. **Session 6: Closing the Counselling Process**

This included summarizing each session and the process. The session focussed on contemplating on the plan made by client. The last video was shown called "Altruism". The 'Video Based Learning Feedback Worksheet' was administered in the form of a feedback from the client.

The Module that was used by the researcher was based on the theoretical framework i.e. the ABCDE Module by Albert Ellis. The theoretical framework was used session wise in the counselling sessions. The detailed procedure is given as follows with respect to the concepts from the ABCDE Model:

A: Activating Event (Rapport Building, Exploration of the Problem)
B: Belief System (Letting Go of Your Past, Understanding the already existing mindset)
C: Emotional Consequences (Victimized or the person who exhibits the behaviour)
D: Disputation of Irrational Thoughts and Beliefs (Rationalizing and Changing the Mindset)
E: Effective Ways of Response (Making a Decision and 'A New You')

3.8 HYPOTHESIS

"Film therapy and counselling reduces the level of Relational Aggression among College Students"

3.9 VARIABLES

Independent variable: Film and Counselling
Dependent variable: Relational Aggression

3.9.1 INCLUSION CRITERIA

1. College students between 18 and 24 were used for the study.
2. Students were either studying in the Undergraduate program or Post Graduate program.
3. Students were either studying full time or were studying through correspondence.
4. Students who were working while studying through correspondence were also included for the study
5. Sample was selected from urban Bangalore.

3.9.2 EXCLUSION CRITERIA

1. College students below the ages of 18 and above the ages of 24 were not used for the study.
2. Students who has graduated the same year but not studying were also not included
3. Students with low level of aggression were excluded

3.10 OPERATIONAL DEFINITIONS

Aggression: Behaviour that is intentional and is regarded as negative by the targeted individual(s). Furthermore, there is an attempt to hurt or destroy an individual(s) psychologically and/or physically (Galen & Underwood, The Impact of Indirect Aggression on College Student Adjustment, 1997)

Verbal Aggression: Harming another through verbal means such as threatening (Crick & Grotpeter, The Impact of Indirect Aggression on College Student Adjustment, 1955).

Social Aggression: Behaviour which is directed toward damaging another's self esteem, social status, or both, and may take such direct forms as verbal rejection, negative facial expressions or body movements, or more indirect forms such as slanderous rumours or social exclusion ((Galen & Underwood, The Impact of Indirect Aggression on College Student Adjustment, 1997)).

Relational Aggression: Relational aggression is defined as "behaviours that harm others through damage (or threat of damage) to relationships or feelings of acceptance, friendship, or group inclusion" (Crick & Grotpeter, The Impact of Indirect Aggression on College Student Adjustment, 1995). Relational aggression includes, for example, social exclusion or spreading rumours with the intent to harm others, or as a form of retaliation (Crick & Grotpeter, The Impact of Indirect Aggression on College Student Adjustment, 1995)

Film Therapy: Film Therapy is a mutual process where the client and the therapist discuss the themes and the characters in popular films that relate to the core issues of the ongoing therapy (Calisch, 2001). The use of motion pictures in psychotherapeutic process (Lampropoulos, 2004) in a systemic way may bring personal growth and healing (Wolz, 2005).

Counselling: A professional relationship between a trained counselor and a client. The relationship is usually person-to-person, although it may sometimes involve more than two people" (Burkes & Steffre, 1979)

3.11 PARTICIPANTS

The sampling technique used to attain the sample for the study was 'Random Sampling Technique' as the researcher screened 40 participants in order to pick out 20 participants who were interpreted to have high level of aggression. However, since the plan of the conducting the research included participants with high aggression, the researcher particularly picked out the 20 participants using Purposive Sampling Technique. The population of this study composed of a random sample of college students that comprised of both under graduate and post graduate students aged 18-23. Participants were studying in Bangalore in various colleges. 20 students were selected for the Quasi Experimental method and the Pre-Test Post Test research design. The 20 participants were divided into two randomly selected groups with 10 participants each. The groups were termed as the experimental group and the control group.

3.12 INSTRUMENTS

Buss & Perry Aggression Questionnaire (1992)

The (Buss & Perry, 1992)Aggression Questionnaire was introduced by Arnold Buss & Mark Perry in 1992 who were professors from the University of Texas at Houston. It is a 29 item questionnaire where participants rank certain statements along a 5 point continuum from "extremely uncharacteristic of me" to "extremely characteristic of me".

Participants rated the frequency of each of these experiences on a 5 point Likert Scale with 1 being "Extremely Uncharacteristic of Me"; 2 being "Uncharacteristic of Me"; 3 being

"Neither Characteristic Nor Uncharacteristic of Me", 4 being "Characteristic of Me" and 5 being "Extremely Characteristic of Me"
The aggression scale focuses on four dimensions namely:

- Physical Aggression (9 items)
- Verbal Aggression (5 items)
- Anger (7 items)
- Hostility (8 items)

Information gathered from these items was used during data analysis to control possible influences on the participant's overall aggression.

The reliability of the (Sharma & Marimuthu, 2014)Buss & Perry Aggression Questionnaire was found to be 0.72 -0.80 in Indian Youth as per a study conducted by Kumar Sharma, Manoj; Marimuthu and Palaniappan from the Indian Journal of Psychological Medicine in January 2014. The scale was administered to 5476 participants from Bangalore, Jammu, Indore, Kerala, Rajasthan, Sikkim and Delhi. 47% were female and 53% were male. Results: About 17.7% of the youth has high mean aggression score on Buss-Perry Aggression Scale. Males have high mean score on aggression than females. Males experienced more verbal aggression, physical aggression and anger than females.

Module using ABCDE Model: The ABCDE Model is under the Rational Emotive Behavioural Therapy where the focus is mainly on irrational beliefs, disputing it, understanding the antecedents and the consequences and allowing clients to be aware of the effective ways of coping with their stressful situations. The reliability was found to be 0.98 and a high validity was found to be 0.91. This was based on a study conducted by (Jalil & Mahfar, 2016) on 'The Validity and Reliability of Rational Emotive Behavioural Therapy Module Development for University Support Staff'. This study introduces the Rational Emotive Behavioural Therapy Module for university support staff in lessening their irrational beliefs and job stress which more emphasize on cognitive aspect beside emotion and behavioural aspects. The Rational Emotive Behavioural Therapy (REBT) which introduced by Albert Ellis (1994) was employed as a guideline in developing the module. The process of module's development content was compiled based on the four sub modules, namely Self-acceptance, Feelings, Beliefs and Disputation which adapted from previous REBT practitioners and researchers. After the module developed, the analysis of validity and reliability were tested.

Demographic Details

A separate Demographic Details sheet was also created for this study. The participants were asked to fill in their basic information with reference to their age, ethnicity, gender, occupation, educational qualifications, type of family and economic strata. This enabled the researcher to have a broad idea of the client's background.

Informed Consent

The client informed consent was obtained by the clients. Since the clients were above the age of 18, the consent from the parent or guardian was not required. The informed consent form was attained solely because of the confidentiality factor. Confidentiality means that Confidentiality means that the researcher may not reveal who participated in your research, unless otherwise directed by an agent of the university, which should come through the University for educational or legal purposes. This not only enabled the client to get more comfortable with the process of counselling, but also took the advantage of opening up to quite a great extent during sessions. The Client Informed Consent Form also helped both, the client and the therapist to maintain a certain level of professionalism, although it was the therapist's first time in a professional counselling set up.

Growth Mindset Worksheet

The Growth Mindset Worksheet consists of two columns namely "Instead of" and "Try Thinking". The column "Instead of" refers to the negatively perceived situation that has already occurred. The column "Try Thinking" refers to the perception of the situation after reframing it positively.

For example:

Instead Of	Try Thinking
I'm good at this	What am I missing?

This helps the client to reframe the situation and change their negative mindset regarding situations. However, this also allows the therapist to understand the different cognitive distortions and functional assets of the client and enables the therapist to help the client to understand situations better. The Growth Mindset Worksheet also allows the therapist to realize their cognitive distortions and encourage them to be optimistic and perceive situations positively.

Video Based Learning Experience Worksheet

The video based learning worksheet consists of ten questions that were obtained by the therapist with regards to the feedback of the client. Each session ends with a motivational video and a feedback with respect to the video shown. The ten questions in the worksheet focus on the client's experience and emotional reaction to the video. They also include the learning and the advantages that the client received from the videos shown. The videos used were retrieved from YouTube and are named as follows:

- A Bag of Nails(Christelle, 2016)
- Letting Go of the Past(MotivationGrid, 2016)
- MindShift(Studio, 2014)
- Making a Decision(Studios, 2015)
- A New You(Motivation, 2015)
- Altruism(Konkol, 2016)

3.13 DATA ANALYSIS

The Quasi-Experimental Research Design consists of the culmination of the two methods namely, Qualitative and Quantitative method.

Quantitative Method involves the process of administering the Buss & Perry Aggression Questionnaire (1992) to college students.

Analyzing the Buss & Perry Aggression Questionnaire (1992) with 29 questions involves the following scoring:

- 1 for "Extremely Uncharacteristic of Me"
- 2 for "Uncharacteristic of Me"
- 3 for "Neither Characteristic now Uncharacteristic of Me"
- 4 for "Characteristic of Me"
- 5 for "Extremely Characteristic of Me"

The questions 9and 16 are reverse scored and the total score for Aggression is the sum of the factor scores.

After the Pre-Test and Post Test administration of the test to the participants, the T-test is obtained.

Qualitative Stages of Analysis for Interpretive Phenomenological Approach

According to (Smith & Osborn, 2003), there are four stages that are used to analyze qualitative content in an interpretive phenomenological approach are as follows:

1. The first stage involves a detailed reading and holistic perspective of the future interpretations. This involves several close, detailed readings of the data were made, to obtain a holistic perspective so that future interpretations stay grounded within the participant's account.
2. The second stage involves initial themes were identified and organized into clusters and checked against the data.
3. Themes were then refined and condensed, and examined for connections between them.
4. A narrative account of the interplay between the interpretative activity of the researcher and the participant's account of their experience in their own words.

Behavioural Interpretation

The behaviour is analyzed based on the qualitative interpretation that is prepared on the basis on Sattler's behaviour and Attitude Checklist. It is noted that not all items are relevant to all kinds of tests. The researcher used it more as a guide to direct the behavioural observation and qualitative interpretation. The remarks and comments by the researcher for each subject are provided during the pre-test and post test of the study. Since there are 10 participants in the experimental group, the same has been done for the participants mentioned.

Content Analysis:

During the counselling sessions while administering the training module prepared by the researcher, the content provided by them in the sessions was analyzed. The pre-test content included the client drawing or expressing their emotions and feelings of anger on a blank

sheet of paper. This however, was during the initial stages of the training module. The content of the post test was provided by the opinions and responses of the client in the "Video Based Learning Experience Worksheet".

The content analysis is based on thematic analysis, materials from open questionnaires and Observational studies which are not fully standardized.

3.14 ETHICAL CONSIDERATIONS

Since the research design was a quasi experimental study, it was rather difficult to have participants allow the researcher to collect the verbatim during the counselling sessions because there were situations and information that they felt very personal about. One of the main ethical considerations during this study was that the participants hadn't allowed the researcher to record the verbatim even though they were aware of the fact that the information would be used only for research purposes. Due to this, the researcher had to write down points after the termination of every session which was difficult for the researcher during the collection of all data.

CHAPTER 4:
ANALYSIS AND DISCUSSION

This study consisted of 20 participants between the ages of 18 to 24. The participants of this study were college students and the research took place in urban Bangalore. The participants consisted of 7 girls and 13 boys that are currently students in colleges of various streams in Bangalore. They belong to the middle class and upper middle class respectively. The variables chosen by the researcher to analyze was mainly based on the theme of relational aggression and mental bullying. Based on these findings, one of the common themes that identified was that the participants were victims of mental bullying and relational aggression. Some of the other themes and consequences of the aggression in the participants' lives were found to be Relationship Issues, Adjustment Issues, Academic Stress and the issue of parent's over-expectancy of the child which mainly led to frustration and helplessness and hence, allowing them to be victims of relational aggression. Most of the participants explained their source of aggression to be academic stress which was found to be a result of their parent's over-expectations about their lives in terms of career and work.

4.1 QUANTITATIVE ANALYSIS

The aim of the study is to find out the effect of film and counselling on the level of relational aggression among college students. The objectives were analyzed using the Paired Sample t test. The tables and findings are given below:

Table 4.1.1: Showing the Mean, Standard Deviation, t value, and the Degrees of Freedom of Relational Aggression that was conducted as Pre-Test and Post Test on the Experimental Group among college students.

Paired Samples Statistics						
		Mean	**N**	**S.D.**	**df**	**t_1**
Group 1	BPAQ_Pre	99.000	10	15.8395	9	5.638
	BOAQ_Post	77.200	10	9.5429		

Source: Primary Data

Table 4.1.2: Showing the Mean, Standard Deviation, t value and the Degrees of Freedom of Relational Aggression that was conducted as Pre-Test and Post Test on the Control Group among college students.

Paired Samples Statistics						
		Mean	**N**	**S.D**	**df**	**t_2**
Group 2	BPAQ_Pre	92.800	10	4.1580	9	-1.510
	BOAQ_Post	94.500	10	6.3114		

Source: Primary Data

The hypothesis states that "Film therapy and counselling reduces the level of Relational Aggression among College Students". The test conducted was the Paired Sample t Test and is represented in Tables 1 and 2, on both the groups respectively to compare the Mean (M) and the t scores along with the comparison of the correlation (r) scores of both the groups.

According to Table 1, the mean for the Pre- Test for Group 1 participants has found to be 99 and the same for Post Test participants is found to be 77.2. The Standard Deviation (SD) for Pre- Test is found to be 15.8 and the same for post test is found to be 9.5 for Group 1. It can be seen that there is a significant decrease in the level of Relational Aggression among the Experimental Group participants.

According to Table 2, it can be seen that the scores of Group 2 participants which is the Control Group participants. The mean (M) for pre- test was found to be 92.8 and the same for post test was found to be 96.7. The standard deviation (SD) for pre-test was found to be 4.1 and for post test, it was found to be 6.3. It can be seen that there is negligible change in the level of relational aggression among the Control Group participants.

The t_1 score is found to be 5.638 and the t_2 score is found to be -1.510. Since the t_1 score is greater than the t_2 scores. This means that the module used by the researcher as an intervention technique is found to be affective on the study.

It also implies that there is an effect of film and counselling on the level of relational aggression among college students. The tables also show that film and counselling reduces the level of Relational Aggression among the participants in the study.

4.2 QUALITATIVE ANALYSIS

4.2.1 Content Analysis

Participant 1:

Pre-Test:

The main problem that the researcher and the participant focussed on during the counselling sessions was his issues with his ex girlfriend. He is actively aggressive and is unable to overcome his feelings for his ex girlfriend. He mentioned about his breakup that took place last year took a toll on his life and disabled him from being positive in life again. However, he also mentioned that his girlfriend cheated on him with his best friend, so he validated his anger by saying that his anger was legit towards both of them. The fact that the participant still has feelings of anger in order to kill the boy and be speechless while his ex girlfriend confronts him in the future it was evident that this issue needed to be worked upon.

On the second session, the main theme that the client and the researcher were focussing on was “Letting Go of Your Past” which included an activity to be done by the client. The participant was given a blank sheet of paper after asking him to close his eyes while thinking about the situation that triggered his anger to an extreme extent. However, the client was asked to draw whatever emotions he was going through his mind while thinking about the same situation. The idea of this activity was to understand the level of the participant’s anger and work accordingly to allow him to vent out his emotions while letting go of his past as he puts his emotions down on paper.

The client wrote “I will be spellbound” as he thought writing to express his feelings made him more comfortable than making a pictorial representation of the same. However, he was

angry enough to be speechless yet surprised as he was initially confused about expressing his emotions. While conversing with the participant after the activity, he felt a little relieved as he put his emotions down on paper. The main aim of this activity was to allow participants to vent out their emotions and that was successfully accomplished by the participant.

Post Test

Since film therapy and counselling were part of the intervention used on the participants, a Video Based Learning Experience Worksheet was administered to the participant after the counselling process as a feedback session. The participant found it difficult throughout the counselling session to come to terms with his anger and controlling or channelizing the same, but the videos portrayed, helped him well enough so he could relate to the videos shown and work on his problems accordingly. According to him, the videos helped him reduce his anger, it helped him let go of his past while it taught him to give up on his past and enjoy the future. It also helped him give up on certain things while be persistent with things that benefitted him. He mentioned about the videos "Bag of Nails" that helped him not to worry about the past and the video "Make a Decision" that taught him not to give up on the things that he had earlier given up on. He also mentioned that he could see the change in himself as compared to before.

Participant 2:

Pre-Test

The main focus of this participant's problem that the researcher and the participant did was his inability to adjust in a new place. He mentioned that he broke up with his girlfriend and he was compelled to move in to a new city for his academic purposes. Due to this, he is not able to concentrate on his academics in college and is unable to adjust to new settings. However due to his inability of adjustment to his college settings, he was actively aggressive. He also mentioned his aggression towards his parents for forcing him to shift to a new city for higher studies and he said that he will never forgive them. This however, seemed like an issue that had to be worked on.

The second session with the participant included the activity of venting out their emotion in a pictorial representation while they were addressing their aggressive situation. However, the participant drew a Danger symbol with the 440V sign and claimed that he wanted to electrocute or kill the person he was fighting with. He seemed more irritated yet annoyed after the activity. But it allowed him to express his long suppressed emotions. He felt annoyed because he was made to recall the same situation again. However, after the activity the participant also claimed that he would have killed him in the situations he later confronted him in the future as well.

Post-Test

The feedback session or the last session of the counselling process involved the administration of the 'Video Based Learning Experience Worksheet' that was provided to the participant. Since film and counselling were a part of the intervention, a feedback regarding the same was rather necessary. However, the participant wrote elaborately about how the

videos helped him a lot with his anger issues. He also felt that it was informative towards how his anger was harmful to him. The videos also gave him information regarding the productiveness of a calm person in his workplace and the relationship of a calm person as compared to an angry person. The videos encouraged him to become a calm person. He also claimed that he saw changes in his behaviour. He also said that he was happier in his workplace and he was able to communicate with others better. He also felt his level of altruism had increased as he claimed that he felt the urge to be helpful towards others.

Participant 3:

Pre-test

The participant was initially hesitant in talking and opening up about his emotions and feelings, but eventually when the researcher and the participant spoke, the problem that was to be focussed on was adjustment issues. He is studying in one of the most famous colleges and he had to move into to the college hostel due to the fact that he had to finish his higher studies. He is passively aggressive and tends to bottle up all his emotions while bursting it all in anxious thoughts and tears. So, his adjustment issue influenced his academic performance and concentration in college although he called himself to be an above average student. This issue was something that had to be focussed on and worked on. Therefore, both the researcher and the participant decided to take this issue into consideration and work on it.

The second session in the counselling process included the activity which involved a blank sheet of paper that allowed the participant to vent out his emotions while he imagined coming in contact with the stressful situation that triggered his aggression. The client is a passively aggressive client and was a little hard to get him to elaborately explain about his situation and problems. However, during the activity, the client drew a maze with a stick figure and an arrow pointed towards the maze from the stick figure. He also drew an hourglass that depicted time and he wrote 'variables a, b, c...n'. Upon asking the client about what the picture meant, he said that all that went through his mind during the stressful situation was that he was confused and chaotic towards his reaction or response. The client fell confused, like he was entering a maze while he was constantly thinking about how time was running out in situations. The participant can be classified as a Type-A Behaviour category where he is punctual and wants his work to be perfectly done in his style. However, the 'variables' mentioned in the paper depicted how there are different circumstances and situations and different aspects and factors that influence that particular situation which is constantly running through his mind. The participant was finding it difficult to express his emotions too while questions were asked.

Post Test

The client began the feedback session while the 'Video Based Learning Experience Worksheet' was administered. Since it was a little difficult to work with the client due to his suppressive nature and his passivity, the participant claimed to have made much progress due to the watching of the videos shown in different sessions. It helped him get a new perspective of situations and helped him become more empathetic around people. It helped him to become calmer and made him think twice in situations. He also claimed that the videos

allowed him to let go of his past, changed his mind set and helped him do a random act of kindness. The client also spoke about the three situations that the videos helped him change his behaviour in. He mentioned his issues with punctuality, when he fought with his girlfriend and his misunderstandings with his classmate. He also claimed that the videos allowed him to handle the situations better.

Participant 4:

Pre-test

The participant was passively aggressive and was initially in denial when asked about how she copes with anger. She was hesitant at first, but eventually started pouring out her problems that consisted of academic pressure and adjustment issues. She mentioned that she applied for good colleges but her academic performance did not allow her to get admitted in them. However, she was currently studying in a college that she was not comfortable in. This also made it difficult for her to socialize with other students in her class. She deteriorated in academic performance and had the "I don't care" attitude for most questions that the researcher asked her. However, this also enabled her to miss classes and stay home and sleep as she disliked hanging out with friends. She also mentioned that her parents stopped encouraging her multiple times about academics because she would back answer rudely to them. This was an issue that had to be worked on that consisted of adjustment and academic issue, so the researcher and the participant focussed on this issue.

The second session consisted of the participant being questioned about her emotions and feelings when she is angry or her anger is triggered. However, when the activity was administered to the participant, she was asked to show a pictorial representation of the emotions and feelings she felt when she came across a situation that triggered her anger. She scribbled on the blank sheet of paper that was provided to her. She claimed that she was confused about the situation and felt blank when someone was exhibiting the aggressive behaviour on her. She is passive aggressive and tends to bottle up her emotions. However, when we spoke about this and addressed her issue of passivity, she seemed to have been a little hesitant and reluctant but eventually she opened up about the same.

Post Test

The final session which included a feedback session, allowed the participant to look back at the days where her anger was worse and how she had improved herself due to the intervention and videos shown. The 'Video Based Learning Experience Worksheet' was administered. She claimed to have been inspired and she said that she learned something new every time a video was shown to her. She also claims that she could relate to the videos shown. She mentioned that the videos shown allowed her to change her viewpoint and perspective about situations. The participant was grateful and helped her express her thoughts and emotions in a more positive way.

When asked about specific things that helped her improve, she mentioned that she could be more assertive in making a decision and it was okay to have scars as she eventually let go of her past issues. The videos also allowed her to be more focussed and become persevere.

Participant 5:

Pre-test

The participant is passively aggressive and the main focus of the problem was her insecurities and difficulties in socializing with her peers in different settings including college, home, academic, etc. She mentioned that since she was in the hostel most of her time in her life, she always felt her friends were her family. Due to this, she became more sensitive when it came to fights or arguments with her peers. However, when she spoke elaborately about the issue, there were themes of adjustment and academic pressure as well. Her relationship and interpersonal relationship issues became an important factor in her deterioration of academic performance. She also spoke about situations like her, losing her friends that made her more sensitive and upset. This is an issue that had to be worked on, so the researcher and the participant decided to do so.

The second session in the intervention addressed the aspect of what triggered the participant's anger or how she would react to a situation where another person exhibited the aggressive behaviour. The participant is passive aggressive and does not prefer facing situations that allows her to get angry. During the activity that was administered to the participant, she was asked to do a pictorial representation of the feelings and emotions that she felt in a situation that triggered her anger. However, she drew a group of four stick figures that denoted her friends. One of which denoted her with a broken heart and she named a few negative terms like 'hate', 'friendless', 'depressed', 'lost' and 'anger'. She exclaimed that she feels disturbed and very negative in her heart. However, her pictorial representation also depicts her insecurity of how her friends backbite about her in her academic settings which allows her to be alone most of the time.

Post Test

The final session included a feedback session and the 'video Based Learning experience Worksheet' was administered. The participant assured that the videos shown during the counselling process as part of the intervention was very helpful to her and helped her analyze questions. It also instilled a sense of realization in the participant as it allowed her to explore the damage done to herself and the people around her with the negativity in her heart. The videos were found to be more relevant to her and helped her understand about the losses she faced. She also explained how she lost her friends and how by just being a little kind, it could change the whole situation. It motivated her to be more careful about her reactions next time and allowed her to make a decision about changing her mindset. She also explained how random acts of kindness helped her control her anger when she was accused again in the recent past.

Participant 6:

Pre-test

The participant was actively aggressive. He seemed excited about talking about his problems and did not hesitate one bit to speak about his issues. He mentioned that he loves travelling and travels long everyday in the traffic to reach his workplace. He also explained that the thing that angered him most during the day was traffic. He further explained details about the

traffic that he hated. Since he is a fast rider, he felt impatient and angry when people would travel at a relatively slow speed in front of him. He kept talking ill about the slow riders and mentioned that "They drive like L boards". This was something that needed to be worked upon because traffic cannot be controlled but the attitude towards it can. So, the researcher and the participant decided to focus into this situation and work on it.

When the activity in the second session was administered to the participant, he was asked to make a pictorial representation of how he felt in a situation that triggered his anger. The main issue that we focussed on during the counselling sessions was that he hates traffic and that is the only time he gets extremely angry. The participant is actively aggressive and in his pictorial representation, he depicted a hand that has hit the table with a 'bang' sound. However, since he is actively aggressive, the participant always wants to beat the other person up or physically injure the other person.

Post Test

The 'Video Based Learning Experience Worksheet' was administered to the client during the feedback session. During the sessions that were conducted on the participant, it was easier to understand that he was going through a lot and wanted an outlet to express his emotions. He claimed that the videos shown helped him and allowed him to learn another perspective and mindset. He thought it was helpful more than moral concept. He also mentioned that he could relate himself even when he was aware of his aggression. He also felt the need to understand first and then react. He felt relaxed by understanding that what he was doing needed to be corrected. He also learned how to be calm and to balance his emotions. The videos also allowed him how not to be more vulnerable to situations that triggered his anger, but have patience while dealing with the same.

Participant 7:

Pre-Test

The participant was found to be passively aggressive. The main focus of problem for this participant was family pressure that led to academic stress. The participant always complained about his father's negative attitude towards him. However, when this issue came out elaborately by the participant, he started bottling up his emotions and also broke down in the first session while speaking about his problems as it started from his early childhood but he hadn't dealt with it. The main aim of focussing on a recent problem was to allow the participant to feel more relieved in the present. Therefore, the researcher and the participant decided that we should focus on a problem that was fairly recent. The participant still complained about his father's negative attitude. He mentioned that he felt like a "punching bag" in the house as he felt more pressurized about his career and academics being the first born. Also, for the fact that his parents are not supporting his career choice, the participant finds it difficult to cope with all his stressful situations. Therefore, this was an issue that the researcher and the participant worked on during the counselling sessions.

The second session conducted on the participant included an activity that aimed at venting out their emotions when they come across a situation that triggers their anger. The participant

was provided with a blank sheet of paper and was told to draw whatever emotions went through his mind during a situation that triggered his anger. The participant is passively aggressive and this only allowed him to express his inner thoughts in a better manner. The pictorial representation depicted a human figure sleeping on his bed while a clock was attached to the wall. He said that he feels like sleeping every time he comes across a situation that makes him angry. However, this made him avoid situations instead of facing them too. He explained that he usually feels like sleeping or avoiding the situation that triggers his anger.

Post Test

The final session included the administration of 'Video Based Learning Experience Worksheet' which focussed on how the videos shown in sessions helped the client to overcome his problem. The participant explained that the videos allowed him to understand that temper has scars and it helped him to understand his emotions. He also mentioned that the videos allowed him to come out from his emotions and how he could cope or handle them. He also claimed that he could relate with the stories in the video shown as it was relevant to the situations in his life. The videos also allowed him to let go of his past, be empathetic and made him aware of his emotions. The participant was encouraged to think in a positive manner when he came across negative situations and was able to hold back his anger at people.

Participant 8:

Pre-Test

The participant was found to be actively aggressive. The situation that the participant focussed on, which was fairly recent was a situation was a fight with her brother's girlfriend. She explored her issues of anger and also mentioned that she wanted to get into a physical fight with her brother's girlfriend. Also, when the participant spoke elaborately about the same, she mentioned about the situation she faced multiple times with her brother's girlfriend. However, she also mentioned that her brother's girlfriend does not allow her to even talk to her brother sometimes and this angered her even more by the days. Therefore, this was an issue that had to be worked on.

The second session consisted of the activity administered to the participant who mainly aimed at catharsis or venting out the participant's emotions when she comes across a situation that triggered her anger. Our main focus was on a situation which included her close friends where she thought writing rather than pictorially representing her emotions would make more sense. Therefore, when she was asked to express her emotions in the form of a pictorial representation, she wrote three sentences with a rough image of a girl with horns and a bottle. She also used abusive content in the paper by writing 'bitch'. She said that she felt like punching her brother's girlfriend's face and wanted to throw a bottle on her face while kicking her hard. She also mentioned that she wanted her to know that her brother's girlfriend is a 'bitch'. The participant is actively aggressive and explained that she did get into a physical fight with her significant other regarding the same situation. She also mentioned that she was aware of her aggression but was not motivated enough to change it.

Post Test

The final session consisted of the feedback session which included the administration of the 'Video based Learning Experience Worksheet' to the client. The client claimed that the videos encouraged her and was motivated by the videos shown. She also felt that the videos were appropriate to the situations that she was undergoing. She felt that the purpose of having the videos shown to her was to cope with her emotions which in-turn also helped her in coping with her emotions. The participant also felt that her behaviour changed a lot due to the videos. She claimed that the videos made her calmer, and allowed her to control her anger. She also mentioned that she was able to solve some situations that were troubling her.

Participant 9:

Pre- Test

The participant was found to be both passively aggressive and actively aggressive. She would mention about bottling up her emotions and when she would burst out into anger, her anger would harm people around her. The main issue in the participant's life that was mentioned as stressful was her academic issues and family pressure. She also focussed about how she was unable to adjust in her new college and due to that her family would pressurize her more and more in the months. She also mentioned that she refused to talk to anyone about situations that disturbed her, but would only be by herself. She also mentioned that her parents were against her studying Masters and was discouraged to study further. This made her more upset by the months and triggered her anger.

The second session consisted of the activity that was administered to the participant. She was expected to draw or execute a pictorial representation of the emotions she felt when she came across a situation that triggered her anger. The participant is passively aggressive and depicted a crying face emoticon which depicts that she cries when she is angry. However, when this issue was addressed during the session, the client did not seem to be open about it, but was initially hesitant while talking about it.

Post Test

The final session consisted of the administration of 'Video Based Learning Experience Worksheet' to the participant. This included the feedback given from the client. She mentioned that the videos helped her to understand her situations in a better manner and that she could relate to the videos shown, with her own life situations. They also helped her to become more empathetic towards other people and allowed her to vent out her emotions. She always complained about being unable to rationalize during situations or while making decisions, but the videos helped her to be more patient and listen to both sides of the story before making a decision. She mentioned that she became more assertive in situations and the videos empowered her to control her anger in situations that triggered her aggressive behaviour. She also mentioned that the videos shown helped her to be calmer and more understanding towards people around her.

Participant 10:

Pre- Test

The main focus of this participant's problem was his relationship issues which led to how he was unable to adjust in his college environment. Since he is not a resident of the place where his college is located, he found it difficult to socialize and also take time to adjust to his environment. He mentioned that he moved to his new college for Masters for his girlfriend, but when he was trying to get used to his environment, his girlfriend left him for someone else. Therefore, when he came to terms with his reality after months of being in denial about the same issue, the participant got more aggressive by the days. It had been more than six months since the breakup and both, the participant and the researcher thought that this was something that needed to be worked on.

The second session consisted of the activity that included a plain sheet of paper that required the participant to draw his emotions every time he came across a stressful situation that triggered his aggression. He was found to be actively aggressive. When the participant was asked to draw his emotions, he depicted a hand that was supposed to be banging the table that is interpreted as control. When he was asked to share the reason behind his pictorial representation, he said he usually tends to control his anger in situations but he removes it on himself when he is alone. The session also involved further exploration of his problem and allowed him to come to terms with the damage he's causing to himself.

Post Test

The last session involved a feedback session through which there was an administration of the "Video Based Learning Experience Worksheet" to the participant. The main aim of this was to allow the participant to understand his learning from the counselling process and be encouraged about the change he has been through. He mentioned that the videos were helpful in many ways as it helped him understand things better. He also said that all the videos helped him feel calm and empathize better in situations. It also allowed him to get a new perspective of the situations. He also explained that the videos allowed him to understand the damage caused not only to others but to him as well. The participant also mentioned that the videos helped him become more understanding and allowed him to think twice before responding in situations.

4.2.2 THEMATIC ANALYSIS

The study was done on 20 participants in whom 10 of them were selected for the researcher's intervention technique which included film and counselling. This ensured that there was counselling skills and motivational videos that aimed at helping individuals cope with their situations and influencing the level of relational aggression among the participants. A phenomenological study was done which consisted of semi-structured interview methods to understand the lived experiences and various aspects of the client's situations. However, the major themes found to be were Adjustment issues. There were different influences in the Mental Bullying aspect of the participants. However, some of the common issues and themes relevant in this aspect were Interpersonal Relationship issues that influenced their levels of academic stress. The main reason behind most participants experiencing aggression was

frustration which validated the Frustration-Aggression Hypothesis and therefore allowing the participants to experience Mental Bullying and Relational Aggression.

Interpersonal Relationship issues in participants were highly influencing as this was also seen as one of the common issues among college students. Due to academic stress and their struggle to adjust with their environment, they experienced frustration and helplessness. This mainly influenced their aggressive actions and allowed them to become victims of mental bullying and relational aggression.

4.2.3 Behavioural Analysis

Participant 1:

Pre-Test

According to the Criteria for Behavioural Observation and Qualitative Interpretation based on the Sattler's Behaviour and Attitude Checklist, the participant was found to be motivated and cooperative as he was excited to open up in the first session itself. He was also found to be aggressive and tensed while being persistent in explaining his view during the first session. He seemed confident and was accepting of his own work as he knew what he feels and did was wrong and was willing to change. His work habits were fast and impulsive. He explained his thoughts aloud and seemed careless when he explained about his situations. He also seemed distracted. His behaviour was hyperactive as he was overly excited to talk about his situations, even though realizing his deeds and thoughts were negative. He was aware of his failures in situations and he seemed to work hard after that through frustration and agitation. But even when he understood that what he did was wrong and caused damage, he refused to apologize.

He accepts compliments well as it encourages and motivates him to work harder. His articulation and language was appropriate and had good speech. He gave direct responses and would converse spontaneously as he was overly excited to speak about his stressful situations. His language was also reality oriented and did not speak vaguely or have bizarre language. His reaction time was fast and he did not have awkward movements. He also had good motor coordination. His tone was modified with the situations he mentioned and there was no strange behaviour portrayed.

Post Test

He seemed motivated and persistent while being cooperative and relaxed. His aggression had shown a commendable change as we worked on how he must be calm in situations and it worked on him. He was confident and was accepting on his own work. However, he became more understanding as compared with the past. He was fast and deliberate in conversing. He was neat and careful in his work habits and was focussed. He was aware of his failure and worked harder after it. He understood his mistake and was calm after it as he was beginning to apologize keeping away his negative attitude.

His speech and articulation was good and he gave direct responses. He would converse spontaneously and his language was reality oriented. He became more careful and

sympathetic and made skilful movements. He portrayed good motor coordination and he learned to calm down. He also understood that his life was changing for the better and showed no compulsions.

Participant 2:

Pre-Test

He was not motivated to converse in the session and was not cooperative as he was very stubborn and portrayed his anger while questions were being asked. He was aggressive and tense, yet persistent. He was confident and was accepting of his own work. He also did not understand that he was wrong. He was aware of his failures but he was not apologetic about it due to frustration. He was impulsive and careless and very distracted. He also seemed to have give up easily after failure.

He accepted compliments awkwardly and became speechless because he didn't know how to react to them. He also retreated and didn't know how to take it when someone praised him about something. His speech and articulation was good and he gave direct responses as he conversed spontaneously and portrayed reality oriented language. His reaction time was fast and made skilful movements. He also showed good motor coordination. However, his tone was monotonous and hyper in different situations that he spoke about.

Post Test

He was motivated in the final session and was cooperative as a good rapport was built and the participant and the researcher focussed on working on his issues. He was passive and relaxed. He also seemed persistent although his aggression and aggressive behaviour had decreased commendably. He was confident and was critical f his own work. He learned to think twice in situations before responding. His work habits were fast and deliberate as he portrayed and spoke about his thoughts aloud. He was careless though, but very focussed this time. He was aware of his failures but it encouraged him to work harder as he was calmer and he earned to apologize after his mistakes.

He still accepted praise awkwardly but that encouraged him to work harder after being complimented. His speech and articulation was good and he gave direct responses. He conversed spontaneously and was reality oriented. He was careful and sympathetic and made skilful movements. He also showed good motor coordination. His tone was now positive and jovial.

Participant 3:

Pre- Test

He was not motivated but was cooperative and passive in counselling sessions. He seemed tense and gave up easily in situations. He was not confident and was very critical of his own work. He showed symptoms of anxiety and loneliness. His work habits were fast and deliberate. He worked silently and was very distracted yet he was neat and careful. He seemed calm. He was aware of his failure but was a little too apologetic about it. He was agitated and frustrated after having known that he's done wrong but he gave up easily. He

accepted compliments awkwardly and he retreated after compliments. He gets awkward in situations. His reaction time is fast and he seems careful and sympathetic while making skilful movements. He showed good motor coordination. His tone was mostly monotonous but when the counselling process continued he opened up and his tone modified greatly. There was no strange behaviour other than shaking of leg that indicated anxiety and biting of nails that indicated nervousness.

Post Test

He was motivated and cooperative. He was still passive and relaxed as he became persistent. There was a significant change in the participant as he was motivated to change. He became confident and accepting of his own work. He was fast and impulsive in answering, while being neat and careful and focussed. He seemed to have been aware of his failure and realized the reason behind being apologetic and rational in situations. He learned to be calm after failure and encouraged him to work harder. He learned to accept compliments gracefully and be less awkward in situations but was encouraged to work harder rather than retreat. His articulation and language was good and he gave direct responses. He conversed spontaneously and his language was reality oriented. He showed good motor coordination and we worked on accepting his emotional experiences that made him feel anxious. This increased his confidence and helped him feel much better about himself and relaxed in situations.

Participant 4:

Pre- Test

She was motivated and cooperative. She was passive and seemed relaxed, yet persistent. She was motivated to understand her mistakes and still seek for help. She was confident in sharing her feelings and was accepting of her own work. Her work habits were fast and deliberate while she worked silently and was neat and careful. She also seemed focussed yet distracted at times. She was aware f her failure but seemed apologetic about it. She was encouraged to work harder for herself after the mistakes and she was calm after the stressful situation. She blames herself. She accepts compliments gracefully but retreats after wards. Her articulation and language was good and she gave direct responses. She conversed spontaneously and her language was reality oriented. She showed good motor coordination and we worked on accepting her emotional experiences that made her feel anxious. This increased her confidence and helped her feel much better about herself and relaxed in situations.

Post Test

She was motivated in the final session and was cooperative as a good rapport was built and the participant and the researcher focussed on working on her issues. She was passive and relaxed. She also seemed persistent. She was confident and was accepting of her own work. She learned to think twice in situations before responding. Her work habits were fast and deliberate as she portrayed and spoke about her thoughts aloud. She was careless though, but very focussed this time. She was aware of his failures but it encouraged her to work harder as she was calmer and she earned to apologize after her mistakes.

She accepted her compliments gracefully and was encouraged to work harder. Her articulation and language was good and she gave direct responses. She conversed spontaneously and her language was reality oriented. The reaction time was fast and was careful and sympathetic by making skilful movements. She also showed good motor coordination. She became more rational after analyzing situations and her intonation was appropriate.

Participant 5:

Pre- Test

She was motivated and cooperative while being passive and relaxed. However, she was found to be passively aggressive and she gave up easily in situations. She was confident and was accepting of her own work. She blindly accepted whatever situations without rationalizing. Her work habits were fast ad deliberate as she worked silently and was neat and careful. However, she was constantly distracted. She seemed calm. She was also aware of her failure and gave up easily. She was calm after failures and was overly apologetic about it.

She accepted compliments gracefully and it also encouraged her to work hard after it. Her articulation and language was good and she gave direct responses. She conversed spontaneously and her language was reality oriented. The reaction time was fast and was careful and sympathetic by making skilful movements. She also showed good motor coordination. She also felt that it was fate and destiny that led her here.

Post Test

She was motivated and cooperative while being passive and relaxed. She was also persistent though. She was working on her focussing abilities. She was confident and was critical of her own work as she learnt to rationalize. Her work habits were fast and deliberate while working silently and being neat and careful. She also seemed focussed in situations. She was calm too. She was aware of her failure and worked harder after it. She was calm even after her stressful situations and learnt to be a little less apologetic about it.

She accepted praise and compliments gracefully and was encouraged to work harder about it. Her articulation and language was good and she gave direct responses. She conversed spontaneously and her language was reality oriented. The reaction time was fast and was careful and sympathetic by making skilful movements. She also showed good motor coordination. She also learnt to reframe her situations into positivity and she was encouraged to be optimistic about it.

Participant 6:

Pre- Test

He seemed motivated and cooperative in the counselling process while being aggressive and tensed about his situations. He also seemed to have given up on situations easily. He was confident and was accepting of his own work. She seemed immature in dealing with his emotions. However, his work habits were fast and impulsive as he thought aloud and was careless. He was also very distracted during sessions while speaking about his situations. He

was hyperactive. He was aware of his failure and gave up easily after it. He was frustrated and agitated after his stressful situations and was not apologetic at all about his mistakes.

He accepted compliments awkwardly as he never expects people to wish him well, and he was awkwardly receiving and retreating after it. His articulation and language was good and he gave direct responses. He conversed spontaneously and his language was reality oriented. He showed good motor coordination and we worked on accepting his emotional experiences that made him feel anxious. However, his tone was hyperactive and overly excited.

Post Test

He was motivated and cooperative in the counselling process. He also learned to be passive and relaxed as he worked on his calming down abilities. He was confident and was critical of his own work, as we worked on his empathy skills. His work habits were fast and deliberate while he still spoke aloud and was neat and careful. He was also much focussed and seemed hyperactive. He was aware of his failures and worked harder after it. He learned to be calm and was not very apologetic about it, but he learned to calm down and there was a commendable change in the same.

He accepted praise gracefully and was encouraged to work harder after it. He learned to reframe his situations and be optimistic about it. His articulation and language was good and he gave direct responses. He conversed spontaneously and his language was reality oriented. He showed good motor coordination and his tone remained hyperactive.

Participant: 7

Pre- Test

He was motivated to speak and cooperative in the counselling sessions. He was passive and tensed as he gave up easily on situations. He was motivated and willing to change. He was not confident and was accepting of his own work as he lacked confidence regarding the same. His work habits were slow and deliberate as he worked silently and was neat and careful in his work. He was focussed too. He was aware of his failures and gave up easily after situations although he was agitated and frustrated after it. He was also apologetic about it.

He accepted compliments gracefully but was encouraged to work harder after it. His articulation and language was good and he gave direct responses. He conversed spontaneously and his language was reality oriented. He showed good motor coordination although he spoke minimal and his tone was monotonous.

Post Test

He was motivated and cooperative although he was passive and relaxed. He also learned to be persistent and he seemed to be more focussed. He was confident and was critical of his own work. His work habits were slow and deliberate, although he worked silently and continued to be neat and careful. He was focussed. He was aware of his failure and was encouraged to work harder after it. He was apologetic after his failure and was calm after failure.

He accepted compliments and raise gracefully although he was encouraged to work harder after it. His articulation and language was good and he gave direct responses. He conversed spontaneously and his language was reality oriented. He showed good motor coordination and his tone was still monotonous but motivation and willingness had increased.

Participant 8:

Pre- test

She was initially not motivated but she was cooperative and passive while being tensed and she gave up on situations easily. It was difficult to built rapport because she was not motivated enough to undergo the counselling process initially. She was not confident and was a little too accepting of her own work as she seemed disinterested initially. Her work habits were slow and deliberate as she chose to work silently and was careless yet distracted. She was aware of her failure and she gave up easily after failures. She was calm after her failures but she was not apologetic about it at all. She was found to be actively aggressive.

She accepted praise and compliments gracefully but she retreated after it. Her articulation and language was good and she gave direct responses. She conversed spontaneously and her language was reality oriented. Her showed good motor coordination and her tone were monotonous but she spoke when she was asked even open-ended question. She also showed signs of murmuring sometimes.

Post Test

She was motivated and cooperative while being passive and relaxed. She also became persistent. She was confident and accepting of her own work. Her work habits were fast and deliberate as she worked silently and was careless, yet focussed. She became more focussed on what she was targeting. She also worked quicker up on her work habits as her interest had increased. She was aware of her failures and decided to work harder on it while she was calm after failure and she learned to be apologetic about it.

She accepted praise and compliments gracefully. Sometimes her responses were vague and some were direct. Although her articulation and language was good and she gave direct responses too. She conversed spontaneously and her language was reality oriented. She showed good motor coordination and she was calm but focussed.

Participant 9:

Pre- Test

She was motivated and cooperative in counselling sessions. She was passive and relaxed and she also gave up easily on situations that caused her stress. She was hesitant and also needed more motivation to change. She was not confident and was critical of her own work. She was doubtful about certain small things too. Her work habits were fast and impulsive as she thought aloud and was careless yet distracted. She was hyperactive and lacked an appropriate span of attention. She was aware of her failure and gave up easily although she was agitated and frustrated after her mistakes and she was apologetic about it too. She was self-piteous.

She also responded to praise awkwardly and was uncomfortable about it. This allowed her to work harder after that.Her articulation and language was good and she gave direct responses. She conversed spontaneously and her language was reality oriented. She showed good motor coordination and her tone was modulating. Her intonation changed with her narration of stories as well.

Post Test

She was motivated and cooperative while she was passive, relaxed and still persistent. We focussed on trying to make things better by paying more attention to positive things. She was confident and was critical of her own work. Her work habits were fast and deliberate while she thought aloud and was careless. She was focussed too. She became calmer as we worked on her calming abilities in situations by rationalizing. She was aware of her failures and was encouraged to work harder after it. She was calm after the mistakes but she wasn't apologetic.

She accepted praise and compliments gracefully and that encouraged her to work harder. Her articulation and language was good and she gave direct responses. She conversed spontaneously and her language was reality oriented. She showed good motor coordination and learned to become more patient as she was encouraged to look at things differently.

Participant 10:

Pre- Test

He was not motivated but was cooperative. He was passively aggressive and relaxed although he tended to give up on things easily. He was not very confident and was accepting of his own work as he was passively aggressive. His work habits were slow and deliberate as he worked silently and was neat and careful, although he was distracted. He was aware of his failures and he gave up easily although he was calm after the failures and was overly apologetic about it.

He also accepted praise and compliments gracefully and that allowed him to retreat after it. His articulation and language was good and he gave direct responses. He conversed only when spoken to and his language was reality oriented. He showed good motor coordination and that only allowed him to be encouraged. He was anxious although his tone was monotonous

Post Test

He was motivated and cooperative during the sessions as he was passive and became relaxed. He was not persistent but his intrinsic motivation had increased. He was confident and was critical of his own work as we worked on his rationalizing abilities. His work habits were slow and deliberate although he worked silently ad was neat and careful. He also became more focussed. He was aware of his failure and tended to give up on it easily. He was calm after failure and was apologetic after it. We worked on is empathetic abilities.

His articulation and language was good and he gave direct responses. He conversed spontaneously and his language was reality oriented. He showed good motor coordination and we worked on accepting his emotional experiences that made him feel anxious. However, his tone was modulated well and he spoke elaborately.

4.3 DISCUSSION

The hypothesis for the study states that "Film therapy and counselling reduces the level of Relational Aggression among College Students". The quasi-experimental research design was implemented on the 20 participants of the research which consisted of college students from urban Bangalore. However, according to the analyzed data as found to be mentioned in Table 1 and 2, it can be seen that there is a significant decrease in the level of Relational Aggression among the Experimental Group participants and there is negligible change in the level of relational aggression among the Control Group participants.

Since the value of t_1 is greater than t_2, it is significant at 95% confidence level and hence the module is found to be effective on the participants. This means that there is an effect of film and counselling on the level of relational aggression among college students. The tables also show that film and counselling reduces the level of Relational Aggression among the participants in the study. This proves the hypothesis which states that "There is significant difference in the level of relational aggression due to film and counselling among college students"

Since this study was a quasi-experimental study, the qualitative analysis included interpretive phenomenological analysis. This involved content analysis and thematic analysis. The researcher also included behavioural analysis. The ten participants that were in the Experimental Group underwent the counselling process and were shown motivational videos that focussed on impacting the participant positively. However, the main themes seen in the participants involved Adjustment Issues being the main theme as it was mostly the causal factor of other factors, bringing out other themes that influenced the participants' lives. Since the main focus of attention was on the aspect of mental bullying and relational aggression among the participants, the researcher explored the aspects of relational aggression, i.e. the participants being perpetrators of the aggressive behaviour or victims of the same. Some were also passively aggressive while others were actively aggressive.

However, other themes that came into focus were Relationship Issues that were related to the most common theme i.e. Adjustment Issues. Another major theme that was focussed on was Academic Stress among participants which was interrelated to the issue of Adjustment with respect to college, city or environment as a whole. Although the above three mentioned themes were in focus, there was parental pressure as well which sometimes triggered the participants to exhibit aggressive behaviour. The above mentioned factors seemed to have led to Frustration and hence this in turn led to Aggression or being Mentally Bullied.

All the participants initiated a realization of the damage caused to both themselves and others around them. Counselling process helped them to understand the situations better and most of

them became more empathetic and ration in their thinking. Even though they felt that their situations were unfair to them, the counselling process and motivational videos helped them to reframe their situations and look for possible positive outcomes in order to start afresh optimistically.

CHAPTER 5: CONCLUSION

5.1 SUMMARY

The study was conducted to determine the effect of film and counselling on the level of relational aggression among college students. The study used a quasi-experimental method analysis which was a culmination of both quantitative and qualitative methods along with random sampling method. The researcher screened 40 students and potential participants before the researcher selected 20 students who obtained high level of aggression which satisfied the need of the study. The study used a Buss and Perry Aggression Questionnaire (1992) to collect data from 20 college students of the age group 18 - 23.The obtained results were statistically analyzed with the help of Paired Sample t test as the above mentioned scale was used as a pre-test and post test. The method used, also involved the Experimental and Control Group among that consisted of 10 participants each, in which the Experimental Group underwent the counselling process and the screening of motivational videos as part of film therapy that constituted the module based on the ABCDE Analysis by Albert Ellis. The qualitative analysis included content analysis, behavioral analysis and thematic analysis involved in the interpretive phenomenological analysis techniques. The statistical result of the study revealed that there is an effect of film and counselling on the level of relational aggression among college students and accepted the hypothesis which starts that "Film therapy and counselling reduces the level of Relational Aggression among College Students". The results of the interpretive phenomenological analysis revealed that common themes involved in aggressive behavior among the college students including Adjustment Issues, Interpersonal Relationship Issues, Academic Stress and Parental Pressure that were intertwined and constituted the main factors of Frustration and Aggression.

5.2 CONCLUSION

1. The study has found to have accepted the hypothesis which states that "Film therapy and counselling reduces the level of Relational Aggression among College Students"
2. It can be concluded that film therapy and counselling has an effect on relational aggression among college students.

5.3 IMPLICATIONS

There are a number of areas in which this study can be applicable in. They are:

a. **Film Therapy:** Since film therapy is a relatively new topic in the field of research, there is a lot of scope in this therapy that people can use. The fact that India is ranked one in watching films when it comes to the public, it is also important that researching on the same aspect to check the different spaces in which it influences individuals could be great for research purposes because there's so much more to explore still.

b. **Clinical Setups:** Since schizophrenics are characterized by complete loss of contact with their reality by forming a world of their own in their heads, film therapy allows patients to express their emotions and come in contact with their reality. (Lee & Ko, 2013)

c. **Counselling Setups:** This research on Relational Aggression can be used in different settings such as counselling therapies as it can be used as a technique that promotes catharsis of emotions. The client finds it rather easy when watching a film or a video that relates to their situations and their life situations to vent out their emotions, be it depression or anger. It can also lighten them up when watching a comic scene and help them feel better with the help of films in therapy.(Dermer & Hutchings, 2000)

d. **Educational Setups:** According to the Social Learning Theory, Bandura experimented on children learning and imitating aggressive behaviours from visual media through modelling on Television. That is precisely how film therapy can be used in educational settings. Using films not only brings in a sense of relativity among children but also allows them to enhance their memory through educational videos or meaningful films.(Holloway, Hankir, Zaman, & Angius, 2015)

e. **Health Settings:** Healing through films is one of the most important advantages of using films in Health Settings. Films not only act as a means of catharsis, but also allow individuals to see themselves as the protagonist in the films and relate to their situations, gaining ideas and knowledge about how to cope with their situations. This helps clients who come for therapy to feel at ease and relaxed while watching a film. Film is also a form of creative arts and enables viewers to feel what the protagonist feels in spite of it being a form of escape mechanism.(Schulenberg, Dermer, Hutchings, Niemiec, & McGrath, 2015)

f. **Positive Psychology:** Films are a form of escapism and it allows the patient to relieve themselves from their problems and enter a world of positivity and fantasy. This enables them to deviate from the miseries and their problems temporarily and allows them to relate with the ideal situations of the protagonist.(Rufer, 2014)

g. **Cognitive Psychology:** Films allow viewers to alter their schemas and traditional mentalities about things. Watching a film that has a certain orientation which is portrayed strongly in the film, helps the patient to change their cognition about those specific issues and modifies the personality of the individual. (Komasi, Saeidi, Zakiei, & Soltani, 2015)

5.4 LIMITATIONS

1. Discontinuation of the counselling process by some of the participants. At times there were issues that made some participants suspicious and felt uncomfortable about opening up about their issues, so they decided to discontinue the counselling process, this acted as a limitation in the process of the research.
2. Since data collection was done during the time of the internship, at times the mentor would accompany the researcher during her counselling process. Due to this, the participant was unable to talk freely regarding their situations or emotions.
3. Limited Period of Time: Due to the limited period of time, it was difficult for the participant and the researcher to provide more time to the counselling process and deal with more aspects of the pr9blems that were being faced by the client.
4. Since film therapy is a relatively new topic, there hasn't been much research done on the same in the past, therefore, using it as part of the researcher's intervention technique was a challenge in itself.

5.5 SUGGESTIONS AND RECCOMMENDATIONS

1. Since film therapy is not a more popularized topic of research, there is a lot of scope in the topic of film therapy. Film therapy can be used in almost every field of psychology and therefore, further research done on the same would be just a suggestion.
2. Relational Aggression on college students has been vastly researched upon in the past, but the same topic has more scope on different age groups and different sections of the society involving gender differences.
3. Using Rational Emotive Behaviour Therapy and implying its effects in counselling for Aggressive individuals is something that hasn't been researched well upon in the past. Therefore, further research on the same has a vast scope.

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CHAPTER 7:
APPENDICES

BUSS &PERRY AGGRESSION QUESTIONNAIRE (BUSS & PERRY, 1992)

Instructions:

Using the 5 point scale shown below, indicate how uncharacteristic or characteristic each of the following statements is in describing you. Place your rating in the box to the right of the statements.

1 = extremely uncharacteristic of me
2 = somewhat uncharacteristic of me
3 = neither uncharacteristic nor characteristic of me
4 = somewhat characteristic of me
5 = extremely characteristic of me

1	Some of my friends think I am a hothead	
2	If I have to resort to violence to protect my rights, I will.	
3	When people are especially nice to me, I wonder what they want.	
4	I tell my friends openly when I disagree with them.	
5	I have become so mad that I have broken things.	
6	I can't help getting into arguments when people disagree with me.	
7	I wonder why sometimes I feel so bitter about things.	
8	Once in a while, I can't control the urge to strike another person.	
9	I am an even-tempered person.	
10	I am suspicious of overly friendly strangers.	
11	I have threatened people I know.	
12	I flare up quickly but get over it quickly.	
13	Given enough provocation, I may hit another person.	
14	When people annoy me, I may tell them what I think of them.	
15	I am sometimes eaten up with jealousy.	
16	I can think of no good reason for ever hitting a person.	
17	At times I feel I have gotten a raw deal out of life.	
18	I have trouble controlling my temper.	
19	When frustrated, I let my irritation show.	
20	I sometimes feel that people are laughing at me behind my back.	
21	I often find myself disagreeing with people.	
22	If somebody hits me, I hit back	
23	I sometimes feel like a powder keg ready to explode.	
24	Other people always seem to get the breaks.	
25	There are people who pushed me so far that we came to blows.	
26	I know that "friends" talk about me behind my back.	
27	My friends say that I'm somewhat argumentative.	
28	Sometimes I fly off the handle for no good reason.	
29	I get into fights a little more than the average person.	

CLIENT INFORMED CONSENT FORM

Title of the Thesis	Film Therapy and Counselling on Relational Aggression
Participant's Name	

I invite you to participate as a subject in my thesis with respect to the mental bullying that has resulted in the victimization of relational aggressive behaviour. Participation in this research study is completely voluntary.

The Purposes of the Project are:

- To explore and examine the different aspects of relational aggression among college students
- To understand the experiences and the impact of relational aggression among participants
- To understand the effect of films and counselling on the relational aggression among college students

An estimated 30 number of people will participate in this research study. The duration of this research will be two months. If you agree to participate in this study, your involvement will last for two weeks, based on the timings decided by you.

By signing this, you agree to take part in this phenomenological study.

Name	**Date**	**Signature**

DEMOGRAPHIC DETAILS

NAME :

AGE :

DATE OF BIRTH : / /

ETHNICITY :

GENDER :

OCCUPATION :

EDUCATIONAL QUALIFICATIONS :

TYPE OF FAMILY : **NUCLEAR / JOINT**

ECONOMIC STRATA :

LANGUAGES KNOWN :

CONTACT NUMBER :

I certify that I personally completed this form and that all information contained herein is true, correct, and complete to the best of my knowledge.

SIGNATURE **Dated: _____**

GROWTH MINDSET WORKSHEET

What Can I Say To Myself?

Instead Of	Try Thinking
I'm good at this.	What am I missing?
I'm Awesome at This	I'm on the Right Track
I give up.	I'll use some of the strategies we've learnt
This is too Hard	
I can't make this any better	
I just can't do Math (or Reading, Social, Studies, Science)	
I made a mistake	
She's so smart, I'll never be that Smart	
It's Good enough	
Plan A didn't work	

VIDEO BASED LEARNING EXPERIENCE WORKSHEET

1. How did you feel about the videos after each session?

2. Do you think the videos for each session was appropriate to the session conducted?

3. Were you able to understand the purpose of the videos shown?

4. Do you think the videos were helpful in any way?

5. Was it easier to relate your situation with the videos shown?

6. Do you think the videos helped you in expressing your emotions?

7. Name three things in the videos that helped you in expressing your emotions in the recent past?

8. Do you think the videos motivated and encouraged you?

9. Do you think the videos bought about a change in your behaviour over the past few sessions?

10. Name three situations in which the videos helped you to change your behaviour in the recent past.

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Sonia David

Kristu Jayanti College, Bangalore.

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